

Barrington Public Schools Special Education Plan for Preschool SY 23-24

Barrington Public School's mission is to empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future. This begins with providing our students with high-quality early childhood education.

Early Childhood Special Education (ECSE) is a federal and state mandated program for young children with developmental delays and disabilities. It refers to the range of special education services that apply specifically to children between the ages of 3 and 5, prior to kindergarten. The [Individuals with Disabilities Education Act \(IDEA\)](#) and the [Rhode Island Regulations Governing the Education of Children with Disabilities](#) ensure that all children with disabilities, including children with developmental delays, who require special education to meet their educational needs are provided a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with their individual needs. (taken from the RI Department of Education website)

To be eligible for special education children must be referred, evaluated, and determined eligible for services. Federal and state regulations set parameters for how to respond to a referral for special education, generally what the evaluation process must entail, and how eligibility is determined.

The purpose of the ECSE evaluation is to gather relevant functional, developmental, and academic information to determine whether a child has a disability, including a developmental delay, and whether the child requires special education services.

The evaluation must be comprehensive and individualized to assess specific areas of educational need, including all areas related to the suspected disability or delay. For preschool-aged children, the team must ensure that the evaluation considers all developmental domains (physical development, cognitive development, communication development, social or emotional development, and adaptive development) as potential assessment areas. If found eligible, the information learned in the evaluation will also inform the development of the Individualized Education Program (IEP). Evaluations must be conducted in a child's home language using methods that are most likely to yield accurate information, unless it is clearly unfeasible to do so.

Within 60 calendar days of receipt of the parental consent to evaluate, the evaluation team of qualified professionals, including the parent(s) meets to review the results of the evaluation and to determine whether the child has a disability and is in need of special education and related services. Children are determined to be either eligible or ineligible for special education and not for a specific service or program. To be found eligible for special education, a child must be evaluated in accordance with the Rhode Island

Regulations Governing the Education of Children with Disabilities and determined to have one of the identified disabilities, including a developmental delay, and who, by reason thereof, needs special education and related service.

If a child is found eligible for special education, an IEP meeting is conducted and an Individualized Education Program (IEP) is developed. The IEP team determines the least restrictive placement in which the IEP will be implemented. Informed parental consent must be signed before the initial provision of special education and related service.

Each public agency must make available to each child with a disability, aged three (3) through (5) years old, a program which represents the least restrictive environment (LRE) and the appropriate placement given the student's individualized education program (IEP).

(Above taken from RI Department of Education [Early Childhood Special Education website](#).)

The chart below reflects the continuum of early childhood special education placement and services and the projected number of students, needed staff and number of classroom spaces for each special education placement for the start of School Year 23-24.

Special Education Programming

Continuum of special education placements and services for children aged three (3) through five (5)	Projected number of BPS students (<i>with an IEP</i>) to <u>begin</u> the SY 23-24 (these numbers will change throughout the year based on Evaluation Team and IEP Team decision making) (* indicates that # of students is less than 10 but more than 0)	Projected number of BPS students (<i>without an IEP</i>) to begin the SY 23-24	BPS Staffing Plan	Number of BPS classroom spaces needed
Temporary placement in any educational setting, for a period of no more than thirty (30) days, when necessary to aid in determining educational objectives and the appropriate placement for an eligible child with a disability. Prior to such placement, an interim individualized education program (IEP) shall be developed which specifies the conditions and timelines for the temporary placement. Upon the close of the interim period, an individualized education program (IEP) meeting shall be conducted to finalize the child's individualized education program (IEP).	0	NA	NA	NA
Placement in a general early childhood setting with on-site consultation by an early childhood	14	NA	1 part time speech and language	NA

<p>special educator and/or provider(s) of related services to the general education teacher and/or to the family and, when indicated by the individualized education program (IEP), direct intervention with the child. Early childhood settings include, but are not limited to: general kindergarten classes, public and non-public preschools, Head Start programs, early care and education centers, home/early childhood combinations, home/Head Start combinations, or home based child care, which meet federal or state requirements. In these settings, children receive all of their special education and related services in programs designed primarily for children without disabilities.</p>	<p>Red Brick- * BECC- * Tots- * Kids Quarters- * student Apple Blossom- * student Montessori- * Oliver Day School- *</p>		<p>therapist (IDEA funded)</p>	
<p>Placement in an integrated preschool class designed primarily for preschool children with disabilities and including children without disabilities that is located in a public school building. The maximum class size shall be no more than fifteen (15) children with less than fifty percent (50%) being children with disabilities. The staff shall include at a minimum, an early childhood special educator and teacher assistant with the provision of additional staff as indicated by the needs of the children and their individualized education program (IEPs).</p> <p>The Barrington Public School Integrated Preschool Program</p>	<p>20 total students</p> <p>3 yr olds (*) 4 yr olds (15)</p> <p>3 year olds will attend for half day and 4 year olds will attend for full day</p>	<p>40 total students*</p> <p>3 yr olds (16) 4 yr olds (24)</p> <p>3 year olds will attend for half day and 4 year olds will attend for full day</p> <p>*(these students were selected by lottery on March 31, 2023)</p>	<p>4 full time dually certified early childhood teachers</p> <p>9 teacher assistants</p> <p>1 full time registered nurse</p> <p>1 speech and language therapist (part time)</p> <p>1 occupational therapist (part time)</p>	<p>4 classrooms</p>

			1 physical therapist (part time)	
Home-based special education and, where appropriate, related services provided to the child together with his or her parent(s) or primary care provider. Home visits shall include instruction for the parent or primary care provider, demonstration of specific tasks and provision of developmental toys and materials for the parents or primary care provider to use with the child. A home-based program may supplement placement in another program option or, for pre-kindergarten-aged students be available as the primary placement, unless the child's needs, as determined by the evaluation process, can more appropriately be met in a group setting.	0	NA	NA	NA
Placement at home or in a general early childhood setting with supplementary placement in an early childhood special education setting for a portion of the school day or week.	13	NA	1 speech and language therapist (part time) 1 occupational therapist (part time) 1 physical therapist (part time)	therapy rooms
Full-time placement in an early childhood	0	NA	NA	NA

special education setting which is located in a public school building or other community based early childhood facility				
Placement in a special education day school.	*	NA	NA	NA
Placement in a residential special education school.	0	NA	NA	NA

Additional Preschool Staff-These are housed at the Pupil Personnel Office

1 full time early childhood coordinator (partially funded by IDEA)

1 head screener for Child Outreach (funded by IDEA)

Curriculum and Assessment

BPS Preschool will continue to follow the RI Learning and Development Standards (RIELDS) and implement [Boston Public Schools \(BPS\) curriculum](#) and [Teaching Strategies Gold \(TSG\)](#). BPS will be in the fourth year of the Comprehensive Literacy State Development (CLSD) grant. This grant has supported the preschool team in implementing BPS and TSG through purchase of needed materials, training and coaching. The grant has funded the teachers' subscriptions to the TSG assessment tool which monitors the progress the children make at checkpoints during the year. The grant also funded [Language Essentials for Teachers of Reading and Spelling \(LETRS\)](#) training for the teachers. The LETRS Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Math will be added in, as required, using the PK Eureka program ensuring a strong transition to kindergarten.

Future

BPS will continue to provide high quality early childhood education to our youngest learners.

Currently, BPS provides speech services to some of our students in their early learning centers. For the future, BPS would like to consider expanding special education services by providing services from a special education teacher to community early learning centers so that students can receive their services when appropriate in the least restrictive environment. This will require more staffing (additional FTE Early Childhood Special Educator) and an agreement from early learning centers to partner with BPS which would include staff training for their staff through RIDE. BPS will continue to maintain a close connection with RIDE to understand the future requirements for preschool in RI.

Plan for Classroom Space (Primrose Hill School)

Primrose Hill School is still currently lacking instructional space for Art, Health, and for Math/STEAM. We have converted the stage, closets and storage areas into adult workspaces and small group work areas, but it restricts aspects of best practice with our students. The lack of space for specialists limits our classroom teachers' access to their classrooms during their planning period and restricts the types of activities that our specialists can plan working from a cart to provide standards-based instruction.

Four Room Modular:

The addition of a four-room modular classroom would allow for us to have full size classrooms for Math, Music and Special Education Services.

- Use of cafeteria/multipurpose space for PE/APE and Health and more space for full school assemblies and programming
- If Specials are no longer held in the classrooms, teachers can use their rooms during prep time for meetings, planning and preparing materials for upcoming lessons/activities
- Additional space will allow us to offer alternative learning environments for students with high needs and potentially reduce the need for out of district placements
- Modular classrooms can be used for Extended School Year (ESY) which have air conditioning and would allow for deep cleaning of the building classrooms
- Potential designated meeting space within the building

The four-room unit would be a better long-term solution until the building committee has finalized a plan for the growth of our community. A smaller pod will alleviate some of our spacing issues but is contingent on not needing to add another grade level section due to increased enrollment. Student needs will determine which classes would be most appropriate for the modular

classroom setting, rather than assigning the new space to a particular grade level. An additional advantage would be that the modular classroom units can be used for Extended School Year (ESY) which have air conditioning and allows for a deep cleaning of the building classrooms.